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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** Who we are (L2) **Stations** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  xUnderstanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  xVerbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  x Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **x**Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  -Listens to and recognizes words in sentences, in poems, rhymes, tongue-twisters and songs  -Uses simple phrases in context to communicate, applying new vocabulary (answers WH questions showing understanding).  -Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories.  -Identifies some of the elements of a story (characters-setting). | | | | | | **Skills:** Listening/Speaking | | | | | |
| **Materials:** Costumes, Story “Jump Frog Jump”, cardboard drawing with the setting, pencil case and English notebook with the homework assignment | | | | | | **Grouping**  Individual  Pairs  xSmall group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  xStations |
| **Date: Week 20**  **(Jan 28 to Feb the 1st)** | | | **Time: 1 block**  **(Stations of 30 min each)** | | |
| **Description** | | | | | | | | | | | |
| **Main Activity:**  **Station 1 (Shared reading)**  **Opening:** Ask: Who knows the name of this story? Tell me the name of the different characters. Where does the story take place, which is the setting of the story? What happens first, second and so forth .. (sequence of the story)  Invite children to dramatize the story “Jump Frog Jump”. Give them some time to make agreements on:  -The different characters (Who will be who?)  -The materials they will need (costumes-book etc.)  Teacher will start narrating the story and children will be dramatizing according to the text “Jump Frog Jump”. Encourage children to choral read with you the formulaic parts of the text for example “Jump Frog Jump”.  **Station 2 (Interactive chart )**  Ask children to choose their favourite interactive chart from the ones worked. Set the scene as if they were in a talent contest. Each child will have the chance to retell their favourite interactive chart. You can have prizes like stickers or a diploma as a reward for the good effort and participation.  **Station 3 (Independent finish setting work)**  Children will cut out the characters drawn on the notebook as a homework assignment and will paste them on their setting drawn on the cardboard. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing**: | | | | | | | | | | | |